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ABSTRACT

Teacher directed inservice or professional development is one means of increasing teacher self improvement. However, unless the teacher motivation stems from an intrinsic desire to teach more effectively, the degree of professional growth will be minimal. For this reason it is imperative that a teacher directed inservice program depend on intrinsic motivation to facilitate growth. A problem solving approach probably has the greatest potential for resulting in real learning because of the unsatisfactory experiences that many teachers have had with professional development or inservice activities. The professional development model presented in this paper would be developed through a series of phases occurring over a period of time. The initial step in developing this model is to create the items which will be included in the needs assessment instrument. It is imperative that the teachers involved in the program have input in the creation of these items. Once the needs assessment has been developed, it should be administered to all teachers within the area to be covered by the professional development center. After results have been tabulated on the needs assessment, they should be shared with teachers and a list of 10-15 highest priority items drawn out of the total list. A decision on which instruction to offer and when this instruction would be offered would then be determined by a teacher policy board which would also set the objectives for each course or workshop. Past dependence on administration or university to set goals will be replaced by a realistic professional approach to continued self development. (Included in appendixes are needs assessment charts.) (DMT)

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DEVELOPING AN IMPLEMENTING TEACHER DIRECTED PROFESSIONAL DEVELOPMENT MODEL

A paper presented at the 56th Annual Meeting of the Association of Teacher Educators, St. Louis, Mo. February 5th, 1976.

Better teaching requires more than familiarizing the teacher with something new - it requires fundamental changes in teacher behavior. A great mant teachers, none-the-less, participate in professional development activities because of one extrinsic factor or another. Unless the teachers motivation stems from an intrinsic desire to teach more effectively, the degree of professional growth is minimal. As a consequence, it is essential to evoke a strong desire to improve among teachers. For this reason it is imperative that a teacher directed inservice program depend on intrinsic motivation to facilitate growth. Based on this premise the following operational implications are made:

1. Because many teachers have had unsatisfactory experiences with professional development or inservice activities in the past, it is critical that teachers be involved in the identification and articulation of their own training needs. When teachers are involved in enunciation and organization of training activities conditions are enhanced for peer support, shared effort, and eventual utilization of new insights and skills.

2. A problem solving approach has the greatest potential for resulting in real learning. Therefore professional development activities should be carried on within the setting in which the learners normally work together. Using a process oriented method, a professional development center can effectively learn to identify and analyze teachers problems and to participate in achieving solutions to these problems.

SP009 990

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3. Personnel resources for professional development reside in a variety of locations including people within a local school district, district consultants, university consultants, experts available from national education programs. A systematic program in which inside and outside resources can collaborate to provide leadership and assistance to teachers must be developed.

4. If efforts to change the performance of teachers are to succeed, there must be a frame work to provide continuity of action and assurance of support. Professional growth programs demand long-range planning and coordination, appropriate sequencing of activities, and evaluation and support of change efforts. In the past, professional development programs have been marked by one time efforts which are used to motivate teachers but then have no support system to follow up on the motivation. If the professional development program is to succeed, a support system must be included in the program.

5. Many resource materials and technological aides are now available and many useful kinds of training facilities have been designed and developed. Training programs should provide teachers with the opportunity to learn to use resource materials which are currently available.

6. Group sharing of problem solving efforts encourage the acquisition of new skills. Thus teachers themselves can contribute to a growing body of knowledge that will be of significance to the entire profession.

These six characteristics and assumptions form the basis of the teacher directed professional development program.

The professional development model in visioned by this paper would be developed through a series of phases occurring over an extended period of time. The initial and perhaps the most important step in the entire program is in the development and implementation of a needs assessment to be used with the teachers in a pilot area. The initial step in developing this model is to create the items which will be included in the needs assessment instrument. It is imperative that the teachers in the area involved in the program have imput in the creation of these items. A bank of items which have been used in needs assessment can be shared with the teachers but it is necessary that the teachers choose the items which they want included in their needs assessment and also create any items which they feel are peculiar to the needs of their local area. The people to be involved in this item selection should be selected by the teachers through whatever process they choose. In an area in which teacher organizations are strong, the union can supply the members of a policy board which will govern the directions which the professional development program is to follow. In areas in which a teacher organization is not as strong, each building within the area can supply a member to this policy making committee. This committee then determines which items are to be included in the needs assessment. An example of a needs assessment which has been used is included in Appendix A.

Once the needs assessment has been developed it should be administered to all the teachers within the area to be covered by the professional development center. If only a sample of teachers are used, it is very easy for those who were not sampled to complain that they had no part in the choosing or setting of priorities for the professional development program. The increased cost

factor of a total coverage more than out-weighs the negative effect of lack of total involvement. If extremely large numbers of teachers are involved, it is very simple to place the needs assessment on sheets which could be scored by machine. In the area in which this program is being carried out the numbers are fairly small and the instruments are scored manually.

Once the administration of the instrument is completed, and the results are tabulated these results should be shared with the teachers. It is also helpful if a list of ten or 15 highest priority items be drawn out of the total list so that the teachers can see what items they felt to be of the highest priority. (See Appendix B)

Programs which are set up to remediate the priorities which are set by the teachers can evolve in several different ways. If a formal university course is in existence which directly correlates with the teachers priority, a course can be offered to remediate these difficiencies. If a course does not exist, or if the deficiency does not require the amount of time which a course normally covers a different approach can be used.

In the program which is set up at SIU, in conjunction with districts throughout the area, workshops can be arranged from a minimum of two hours in length depending upon the needs which have been expressed by the teachers. If for example, a group of teachers would indicate that developing games in reading was their high priority and that the remediation of this priority would take from approximately four hours, then four clock hours of instruction should be offered. If the teacher participants would want credit for this involvement it could be offered by the university on a basis of one quarter credit hour for each two hours of instruction. For example given, ½ credit would be offered in the development of reading games. Teachers could accumulate these credits until they reached a number which a typical course provides at the

university which would be four credit hours. Once four credits had been accumulated, a special problems number could be assigned for that work and credit be given and fees be paid.

The decisions on which instruction to offer and when this instruction would be offered would be determined by the teacher policy board. This board would also set the objectives which each course or workshop would be expected to achieve. In this way participants would know the terminal objectives for a workshop prior to deciding whether they would want to be involved in that professional development activity. Over a period of time, these courses and workshops should be gathered together with the objectives so that teachers would be able to make the selections that they wanted as to the type of professional development experience they felt would be of most use to them.

At the university level, a survey of faculty skills would be conducted in order to determine a match between teacher needs and consultant expertise available at the university. (See Appendix C).

The teacher policy board would also have veto power as to the person who would provide the instruction for the workshop experience. The policy board would negotiate with the university as to who would provide the necessary expertise. This would enable the teachers to avoid "poor" instructors from whom they had no escape in the past.

In conclusion, teacher directed inservice or professional development is an avenue to increasing teacher interest in self-improvement. Past dependence on administration or university to set goals will be replaced by a realistic, professional approach to continued self-development.

Appendix A

NEEDS ASSESSMENT

Identify the level of professional development activity you feel you need for each of the following areas by making a check mark (✓) in the appropriate box.

	Have Little Need	Have Some Need	Have Average Need	Have Much Need	Have Great Need	Not Applicable
1. Ability to individualize instruction according to the needs of each student in my classroom.						
2. Ability to discipline in a more positive manner.						
3. Ability to counsel with students on non-academic problems.						
4. Use effective communication styles with students focusing on reflecting student content and feeling.						
5. Accept and use differences between cultural and racial groups to build student's self-concepts.						
6. Ability to use material that reflects a number of cultural groups represented in classroom.						
7. Organize classroom by grouping students according to instructional objectives.						
8. Use AV media effectively, such as overhead, movie projector, etc.						
9. Ability to ask variety of questioning types, such as probing, higher order, divergent.						
10. Ability to incorporate concepts of career education within curriculum.						
11. Work with exceptional student in regular classroom, i.e., LD, Gifted.						
12. Ability to write objectives which focus on learner outcomes rather than teacher activities.						

	Have Little Need	Have Some Need	Have Average Need	Have Much Need	Have Great Need	Not Applicable
13. Set up learning centers in the classroom.						
14. Write diagnostic tests to determine student needs.						
15. Write prescriptions for students according to diagnosed needs.						
16. Write tests based on objectives.						
17. Analyze a learning task and write objectives to fultill that task.						
18. Provide ways for students to work at different rates within the classroom.						
19. Organize classroom around student interests.						
20. Use simulation games in classroom.						
21. Make instructional games for use in classroom.						
22. Develop knowledge of the sociocultural background of each student in the classroom.						
23. Methods for teaching students from low income families.						
24. Supervision of student teachers, interns, aides in the classroom.						
25. Teaching values as a part of my regular curriculum.						
26. Incorporate environmental education into school curriculum.						
27. Incorporate environmental education into school curriculum.						
28. Write individualized learning packages to use with students.						
29. Systematically incorporate a consistent philosophy of education in classroom practices.						

	Have Little Need	Have Some Need	Have Average Need	Have Much Need	Have Great Need	Not Applicable
30. Utilize inquiry techniques in teaching concepts to students						
31. Use techniques of behavior modification in managing classroom.						
32. Make materials to supplement textbook in any subject.						
33. How to more effectively motivate students in the classroom.						
34. Set up learning contracts with students.						
35. Develop knowledge of the sociocultural theories and the effect on the low income student.						
36. Effectively use parent-teacher conferences.						
37. Dealing with aggressive parents.						
38. Ability to vary teaching situations according to learning styles of students.						
39. Teaching racial harmony.						
40. Skill in team teaching.						
41. How to deal with slow or non-readers.						

Appendix B

ROXANA NEEDS
ASSESSMENT

The attachment lists the results of the Needs Assessment conducted with the Roxana Elementary Schools teachers on February 24, 1976. The means listed were derived by assigning a rank of 1 to 5 for the first five columns. The means are given following the item. The raw scores are given in each column.

The following 15 items were the highest priority items, as shown by the means.

1. Incorporate metric education in the classroom.
2. How to more effectively motivate students in the classroom.
3. Set up learning centers in the classroom.
4. Make instructional games for use in classroom.
5. Teaching reading comprehension.
6. Work with exceptional child in regular classroom, i.e., LD, Gifted.
7. Ability to individualize instruction according to the needs of each child in the classroom.
8. Develop creativity in pupils.
9. Make materials to supplement textbook in any subject.
10. Provide ways for students to work at different rates within the classroom.
11. Actively involve parents in activities of children.
12. Ability to discipline in a more positive manner.
13. Develop skill in using drama and plays in classroom instruction.
14. Incorporate environmental education into school curriculum.
15. Utilize parent volunteers to meet classroom needs as determined by the teacher.

ROXANA ELEMENTARY FACULTY

NEEDS ASSESSMENT

February 1976

Identify the level of professional development activity you feel you need for each of the following areas by making a check mark ( ) in the appropriate box.

		Have Little Need	Have Some Need	Have Average Need	Have Much Need	Have Great Need	Not Applicable
1. Ability to individualize instruction according to the needs of each child in my classroom.	3.12	6	13	30	22	6	1
2. Ability to discipline in a more positive manner.	2.92	14	17	20	11	14	1
3. Ability to counsel with students on non-academic problems.	2.60	19	15	20	12	6	6
4. Use effective communication styles with students focusing on reflecting student content and feeling.	2.48	17	21	22	9	4	4
5. Accept and use differences between cultural and racial groups to build children's self-concepts.	2.10	29	20	15	6	3	6
6. Ability to use material that reflects a number of cultural groups represented in classroom.	1.83	33	17	17	2	0	9
7. Organize classroom by grouping students according to instructional objectives.	2.43	27	8	25	13	3	1
8. Use AV media effectively, such as overhead, movie projector, etc.	1.57	41	19	7	6	3	2
9. Ability to ask variety of questioning types, such as probing, higher order, divergent.	2.24	25	22	13	14	2	2
10. Ability to incorporate concepts of career education within curriculum.	2.26	27	15	20	10	2	4
11. Actively involve parents in activities of children.	2.99	9	16	28	15	9	1
12. Work with exceptional child in regular classroom, i.e., LD, Gifted.	3.14	12	14	18	17	16	1

		Have Little Need	Have Some Need	Have Average Need	Have Much Need	Have Great Need	Not Applicable
13. Ability to write objectives which focus on learner outcomes rather than teacher activities.	2.23	26	15	25	6	2	1
14. Utilize parent volunteers to meet classroom needs as determined by the teacher.	2.83	10	26	17	13	10	3
15. Set up learning centers in the classroom.	3.25	10	13	19	18	17	4
16. Write diagnostic tests to determine pupil needs.	2.63	16	19	17	13	6	7
17. Write prescriptions for students according to pupil's diagnosed needs.	2.74	11	24	18	15	6	2
18. Write tests based on objectives.	2.29	21	23	15	7	4	6
19. Analyze a learning task and write objectives to fulfill that task.	2.16	20	24	26	4	2	1
20. Provide ways for students to work at different rates within the classroom.	3.05	14	17	10	21	14	2
21. Organize classroom around student interests.	2.81	13	16	24	16	6	3
22. Use simulation games in classroom.	2.77	15	16	18	16	7	5
23. Make instructional games for use in classroom.	3.18	9	12	24	11	16	5
24. Develop knowledge of the sociocultural background of each child in the classroom.	2.05	28	21	24	4	0	2
25. Methods for teaching children from low income families.	2.15	27	19	16	5	4	6
26. Supervision of student teachers, interns, aides in the classroom.	2.42	23	14	22	8	5	7
27. Teaching values as a part of my regular curriculum.	2.71	18	19	15	13	10	2
28. Incorporate metric education in the classroom.	3.73	7	5	18	15	29	4
29. Incorporate environmental education into school curriculum.	2.88	11	15	28	16	6	2

		Have Little Need	Have Some Need	Have Average Need	Have Much Need	Have Great Need	Not Applicable
30. Write individualized learning packages to use with students.	2.75	20	9	18	19	6	6
31. Individualize spelling curriculum.	1.95	33	7	10	4	4	20
32. Administer informal reading inventories with children in order to develop reading groups.	2.25	24	15	18	7	3	11
33. Individualize a reading program which utilizes levels.	2.36	24	15	12	9	6	11
34. Develop skill in using drama and plays in classroom instruction.	2.89	16	8	25	12	10	6
35. Systematically incorporate a consistent philosophy of education in classroom practices.	2.04	25	27	19	3	1	2
36. Utilize inquiry techniques in teaching concepts to children.	2.32	21	23	21	11	1	1
37. Use techniques of behavior modification in managing classroom.	2.54	18	21	19	14	4	3
38. Make materials to supplement textbook in any subject.	3.08	13	9	23	19	11	3
39. How to more effectively motivate students in the classroom.	3.70	4	9	21	18	27	1
40. Set up learning contracts with children.	2.49	23	12	20	13	4	5
41. Develop knowledge of the sociocultural theories and the effect on the low income child.	2.03	34	17	8	7	2	3
42. Effectively use parent-teacher conferences	2.51	16	15	29	12	4	1
43. Dealing with aggressive parents.	2.71	19	17	15	10	12	0
44. Awareness of library instruction.	2.01	29	19	19	1	3	5
45. Ability to vary teaching situations according to learning styles of children.	2.71	9	23	26	15	2	2
46. Teaching racial harmony.	1.70	32	10	15	3	1	16

		Have Little Need	Have Some Need	Have Average Need	Have Much Need	Have Great Need	Not Applicable
47. Teaching sex education.	2.08	36	6	18	6	4	5
48. Develop creativity in pupils.	3.10	7	13	20	22	16	0
49. Teaching reading comprehension.	3.17	7	15	18	17	12	5
50. Skill in team teaching.	2.11	26	19	19	6	1	3
51. Teaching science at primary levels.	2.54	24	11	15	3	4	17
52. Teaching dictionary skills.	2.09	28	13	18	5	2	4
53. Teaching awareness to effects of Drug Abuse and Alcholism.	2.71	16	18	20	16	6	2
54. Development of community resource file (field trips-resource persons)	2.66	16	21	18	10	9	2
55. Teaching awareness of sexism.	1.97	33	17	18	2	3	3
56. Other:							

Time to do all this.
A few "strokes" to help us want to do all we are capable of doing.
Time and space for all of the above.
Arts, crafts, & handicrafts.
Utilizing parents.
Elementary music.
Beginning drawing course to use in teaching (stick figures, etc.)
Repair & care of audio-visual machines.
Visual Perception Training Program

REA Elementary Curriculum Committee
February, 1976

School of Education | Teacher Corps

Southern Illinois University at Edwardsville | Edwardsville, Illinois 62026

March 8, 1976

Dear Colleague:

The School of Education is in the process of initiating a Professional Development Center aimed at meeting the in-service needs of teachers and school districts throughout this area. This program would be set up to provide professional development for teachers and other school personnel within a graduate credit framework.

In order to match faculty skills with the needs of teachers as they are expressed, we are requesting that you complete the attached form if you are interested in participating. Consulting arranged through the Professional Development Center will be reimbursed at the rate of $20 per contact hour.

If you have any questions about this program, stop one of us or give us a call. We would appreciate it if you would return the attached form to either of our mailboxes.

Don Baden

Don Keefe

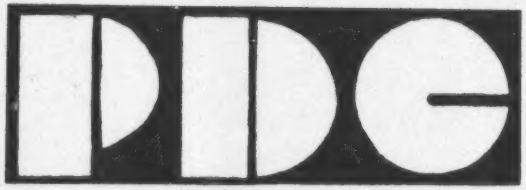
NAME:

FACULTY SKILLS QUESTIONNAIRE

PROFESSIONAL DEVELOPMENT CENTER

List consulting experiences you have had which you feel would be appropriate for this program. If possible, name the location, the topic of your presentation, and a date estimate.

List skills you possess, or areas of expertise, which you feel would be helpful in in-service programs for teachers and other school personnel.



Why?

BECAUSE. In-service teachers have a variety of needs for professional development activities as they progress through their careers. The Professional Development Center (PDC) has been created to help develop and to implement a wide range of programs designed to meet these in-service needs of teachers.

When?

ANYTIME. The PDC offerings are not restricted to the regular university academic calendar. Activities therefore, can be planned for school district in-service days, professional days, released time, sabbaticals, weekends, winter and spring breaks, after school, and in the evenings.

Who?

ALL OF US. Programs are designed for teachers who are working on graduate programs, teachers who are interested in in-service credits, and teachers who are on sabbaticals or other types of professional leaves. As Directors of the PDC, Don Baden and Don Keefe are responsible for bringing together interested S.I.U. faculty and other professionals to work on professional development activities.

What?

ANYTHING. PDC programs are not bound to the college campus. Working with S.I.U. faculty members, the PDC can offer all kinds of workshops, institutes, leadership seminars, and self-instructional materials, for graduate or in-service credit. Instruction to be offered will be based on a needs assessment designed by and administered to the teachers in the districts involved in the PDC.

Where?

ANYWHERE. The PDC can help bring programs to teachers in their individual schools, school districts, teacher centers, and community agencies.

How?

WORKING TOGETHER. If you are interested in knowing more about how the PDC can serve you, please write or call.

Don Baden - (618) 692-2626
Don Keefe - (618) 692-2652

Presenting....

PDC

Professional Development Center
School of Education
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